

# Chapter 1

## Lesson 9

### Envisioning My Future

**Theme: Envisioning a Career**

#### **Lesson Objective:**

Students will learn how to synthesize and apply information from previous assessment activities. (See matrix for Arizona Academic/Adult Standards).

#### **Steps to Follow:**

**“What saves a man is to take a step. Then another step. It may be the same step, but you have to take it.” – Antoine de Saint-Exupery**

**“You have to expect things from yourself, before you can do them.” – Michael Jordan**

1. Post the quotation(s) and discuss how it relates to the Big Ideas and may connect to this lesson.
2. Tell: Students have gathered a lot of information about themselves and the world of work. Now organize everything to make a *Self-awareness Profile S3*. Explain: They can use everything they worked on in previous lessons to create their portrait.
3. Read *Envisioning My Future S1*. (Make sure student can define a “profile” and “self-awareness.”)
4. Distribute copies of *Self-awareness Profile Example S2*. Point out the interests, values, skills, preferences and career options shown on the example. Point out the pictures – ask how else ideas can be represented besides words. What phrases might apply to this person? Ask what else they think this person should have included. Ask: How did this student connect his interests, skills, personality and values and career options? Explain that they will be creating a similar project using the information they have compiled about themselves.
5. Ideally, you'll be able to give each student a piece of construction paper or flip chart paper. If you are using construction paper, have them turn it horizontally. If you don't have paper available, students can use the handout titled, *Self-awareness Profile S3*.
6. Ask students to look at everything they have written on their profile and search for connections and patterns. What connections do they see between their interests and skills, for example? They can draw arrows between items to illustrate the patterns they see.

7. Read *Requirements for 8<sup>th</sup> Grade Diploma* S4, *Planning a High School Program of Studies* S5. Complete (to the extent possible) *Minimum Course of Study for Graduation from High School* S6. Total the required credits, elective credits, and total credits.
8. Complete *My Tentative High School Plan* S7.
9. Complete *My Life Plan (Part 1 & 2)* S8.

## **Materials:**

All of the assessment activities completed in this chapter

*Self-awareness Profile* S3

*Self-awareness Profile example* S2

Large piece of construction paper or flip chart paper for each student

*Envisioning the Future* S1

*Requirements for 8<sup>th</sup> Grade Diploma* S4

*Planning a High School Program of Studies* S5

*Minimum Course of Study for Graduation from High School* S6

*My Tentative High School Plan* S7

*My Life Plan (Parts 1 & 2)* S8

## **Evaluation:**

Rubric

## **Enrichment:**

Student adds personal long and short-term goals onto *Self-assessment Profile*.

## Envisioning My Future

S1



Close your eyes. Picture yourself in a career. You are happy working in this occupation. You are envisioning your future.

You have gathered information about yourself and the world of work. Wouldn't it be helpful if you could put all this information together and see what conclusions you can draw about yourself? This activity is a way to do this.

Look at the work you have saved in your MRG. You will use this to make your *Self Awareness Profile*. This profile is a current "snap shot" of all your preferences. How will it help you to see future possibilities?

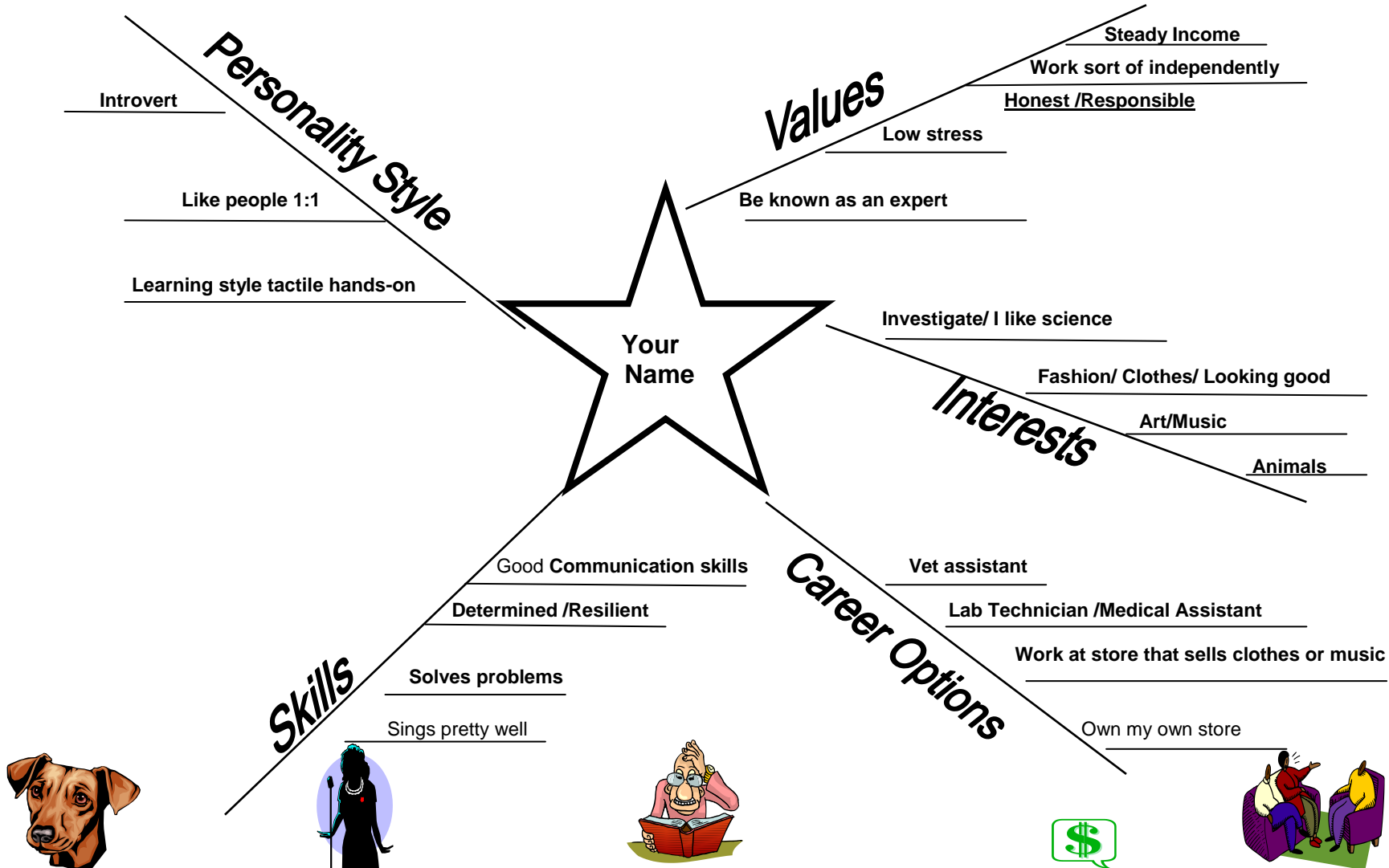
### Directions:

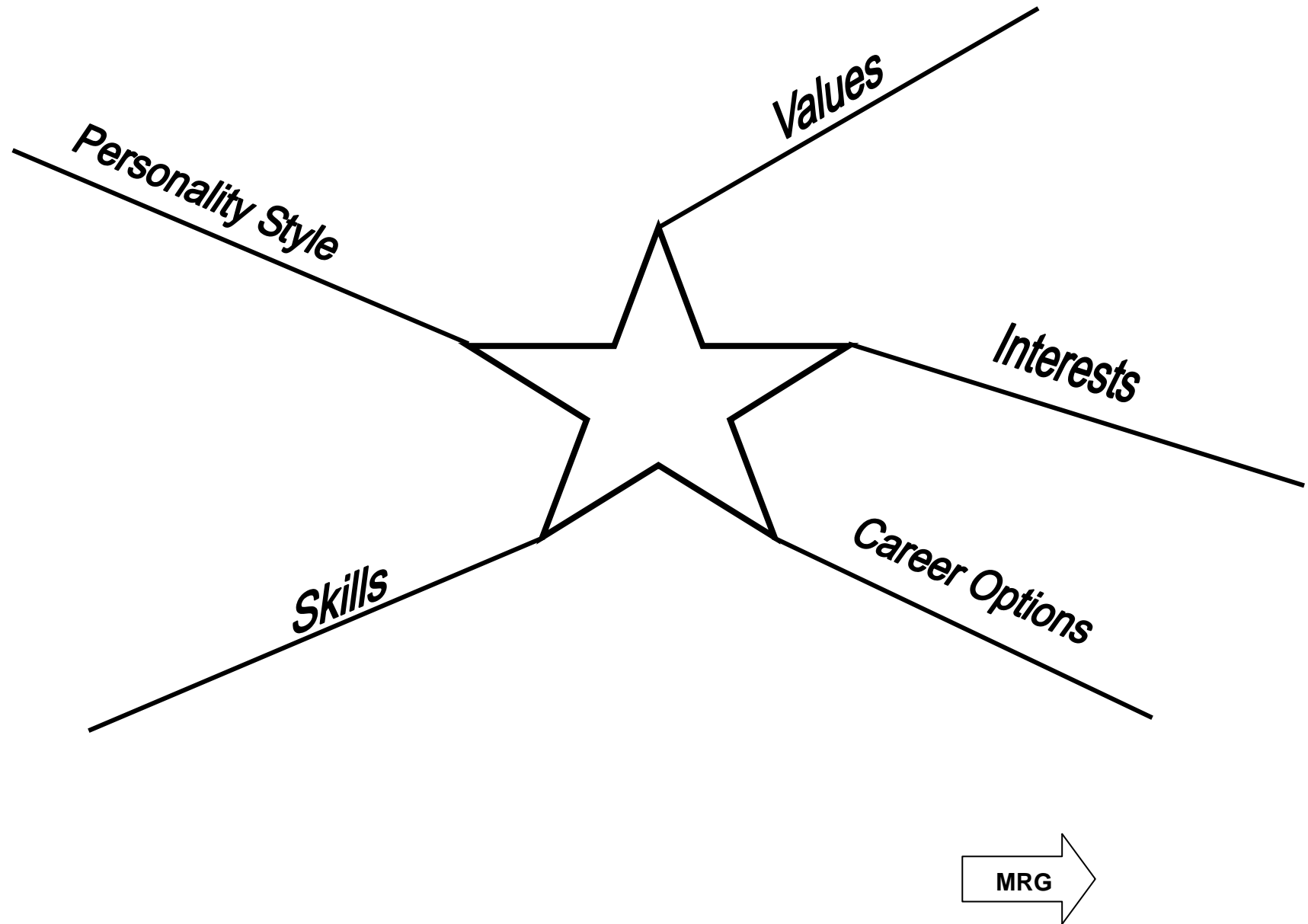
1. Look at and understand the *Self-awareness Profile – Example* on the next page. You can see there are 5 main branches coming from the center, **Personality Style, Values, Interests, Career Options, Skills**. Under each main branch are details. What are 3 details about the main branch "**Interests**"? What picture or drawings could show these interests?
2. Use the *Self-awareness Profile* or draw it yourself. Add details to each main branch. Use pictures and words.
3. Look at all the information on your paper. Do you see some patterns? Do you see connections between your skills and interests, for example? **If you do, draw arrows to show the connections. If you don't ask your teacher to help you.**

## Self-awareness Profile – Example



S2







- Read at the 6<sup>th</sup> grade level (in English) as evaluated by the TABE test

**AND**

- Pass the U.S. History and Arizona Constitution test with a minimum score of 70%

### Arizona Minimum High School Graduation Requirements

(R7-2-302.04)

4 credits English  
2 credits Math  
2 credits Science  
1 credit World History/Geography  
1 ½ credit American History and U.S. Constitution  
1 credit Vocational/or Fine Arts  
8 ½ credits in Elective Subjects

A minimum of 20 credits is needed for a high school diploma.

- Develop a course/graduation plan based on credits earned and credits needed

### GED Preparation Requirements

- Must have reading skills at a 9<sup>th</sup> grade minimum according to the last TABE test.
- Must be 16 years old to take the test **AND** have written parent consent to participate in the preparation program.
- Must pass the GED practice tests before taking the GED exam.







As you plan your four years of high school, you need to know:

1. Graduation requirements
2. The sequence for meeting requirements
3. Which courses will assist you in meeting your education and career goals.

Curriculum Subject Areas	TUSD Minimum Graduation Plan (Credits)	Minimum College Prep Program Arizona State Universities (Credits)	Rigorous College Prep Program (Credits)
English/Language Arts	4	4	4
Mathematics*	2(recommended 3)	4	4-5
Science	2	3	4-5
Social Studies	3	2	2
Physical Education	2		
Health	.25		
Driver's Education	.25		
Foreign Languages		2	4
Fine Arts**	(1)	1	
Vocational**	(1)		
Computer/Keyboarding		(recommended)	1
Electives	5.5		
<b>TOTAL CREDITS</b>	<b>20</b>		

\*If students receive Algebra credit in middle school, they can potentially receive 5 credits in the math area.

\*\*1 full unit of Fine Arts or 1 full unit of Vocational Ed is needed to graduate. Colleges require 1 full unit of Fine Arts.

*Selection of a graduation plan and the monitoring of course choices are the responsibility of the student and parent. Each graduation plan is appropriate for college provided the plan meets the particular college's entrance requirements. Check your choice of plan with the admission requirements of the college of your choice.*

All students must enroll in six (6) courses each year. Seniors may enroll in the number of courses required for graduation (4 classes minimum).

## EARNING CREDITS

High School provides a curriculum structure that allows the issuance of a limited amount of quarter credits for quarter courses and semester credit for semester courses. Quarter credit is also provided for students who enter later or withdraw to another school with approval from Administration. Students who are enrolled in a semester course would remain for the full semester, receiving progress grades every 4.5 weeks.

Students receive eight (8) report cards throughout the school year. Since \_\_\_\_\_ High School is basically on the semester system, the 1<sup>st</sup> and 3<sup>rd</sup> quarter report cards are primarily progress grades; however, if students are in quarter classes, final grades will show during these reporting periods. The semester report cards are received approximately ten (10) school days after the end of the grading period.

## Minimum Course of Study for Graduation from High School

S6

R7-2-302.04

20 Credit is the Board Minimum necessary for graduation from high school

### Requirements:

☐ 4 credits in English

<input type="radio"/>	_____
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<input type="radio"/>	_____
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☐ 1.5 credits in Arizona History and U.S. Constitution

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<input type="radio"/>	_____

☐ 1 credit in World History/Geography

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☐ 2 credits in Math

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☐ 2 credits in Science

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☐ 1 credit in Fine Arts or Vocational Education

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☐ 8.5 credits in additional courses prescribed by local governing board

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## My Tentative High School Plan

**S7**

### Graduation Requirements

Year \_\_\_\_\_ Cr.    Year \_\_\_\_\_ Cr.

English (4 credits) \_\_\_\_\_  
 Mathematics (2 credits) \_\_\_\_\_  
 Science (2 credits) \_\_\_\_\_  
 U.S. & Arizona History (1½ credits) \_\_\_\_\_  
 World History/Geography (1 credit) \_\_\_\_\_  
 Fine Arts or Vocational (1 credit) \_\_\_\_\_  
 Electives (8½ credits) \_\_\_\_\_  
 \_\_\_\_\_

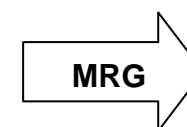

Total (20 credits required) \_\_\_\_\_

Needs: \_\_\_\_\_  
 \_\_\_\_\_

AIMS graduation test \_\_\_\_\_  
 Standards level \_\_\_\_\_

Career Pathway chosen \_\_\_\_\_  
 \_\_\_\_\_

Year \_\_\_\_\_ Cr.    Year \_\_\_\_\_ Cr.    Year \_\_\_\_\_ Cr.    Year \_\_\_\_\_ Cr.

## MY LIFE PLAN (Part 1)

S8

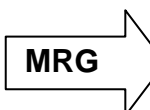
Student:\_\_\_\_\_ Age:\_\_\_\_\_ Date:\_\_\_\_\_

If my present academic level in reading\_\_\_\_\_, math\_\_\_\_\_, and language\_\_\_\_\_(test scores from TABE, WOJO, New Century, or other), and my career aspirations are\_\_\_\_\_ (based on recent assessment or work experience), what education and/or training do I need to achieve my career goal?

### Continuum of Education

- ☐ 8<sup>th</sup> grade diploma/literacy (anticipated or completion date:\_\_\_\_\_)
- ☐ High School Diploma (current number of credits:\_\_\_\_\_, number required:\_\_\_\_\_, anticipated or completion date:\_\_\_\_\_)
- ☐ GED (anticipated or completion date:\_\_\_\_\_)
- ☐ Vocational/Trade School (area/subject:\_\_\_\_\_; cost \$\_\_\_\_\_; anticipated or completion date:\_\_\_\_\_)
- ☐ Community College (2 year) (area/subject:\_\_\_\_\_; cost \$\_\_\_\_\_; anticipated or completion date:\_\_\_\_\_)
- ☐ University (4 year) (area/subject:\_\_\_\_\_; cost \$\_\_\_\_\_; anticipated or completion date:\_\_\_\_\_)

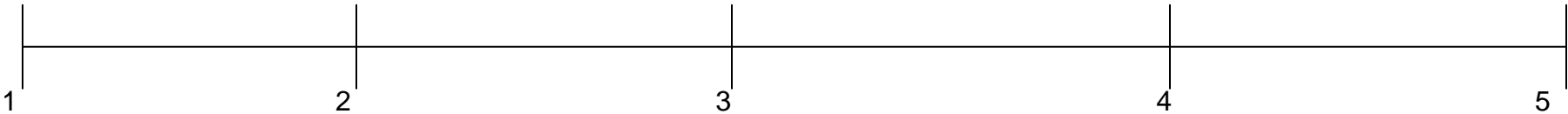
What barriers or challenges exist? How will I overcome them?



MY LIFE PLAN (Part 2)

S8

My 5 Year Career Plan Time Line



My Life Plan (Future Vision)



Planning ideas:

Financial:
Community:
Leisure:
Relationships:
Career/Learning:
Family:
Spiritual:
Health/Wellness:
Other:

Thoughts and reflections:

